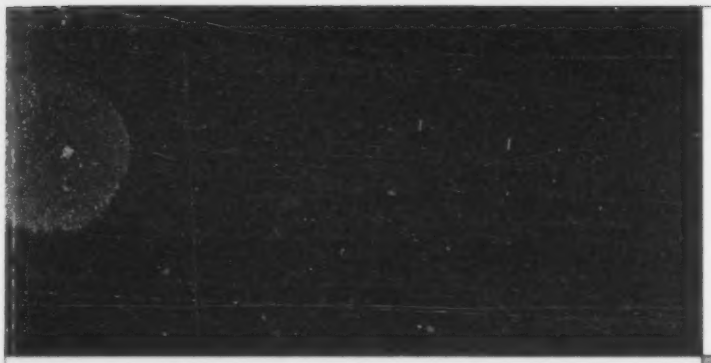
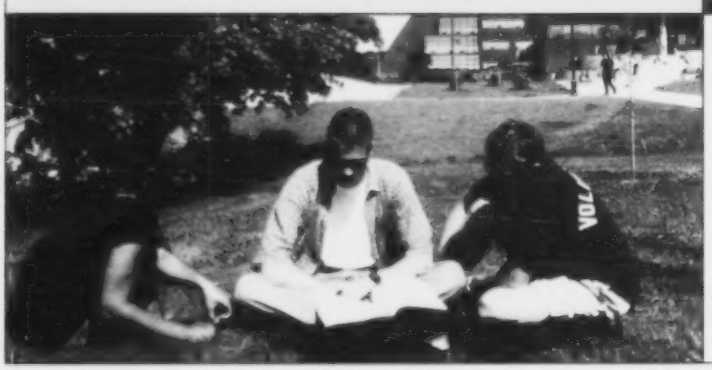
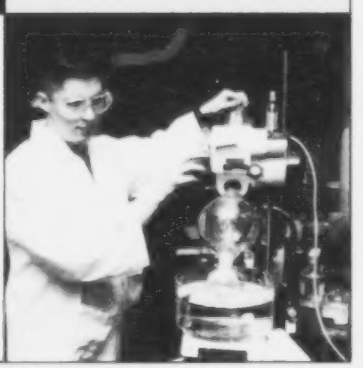






What We Heard

A Report of Consultations on Public Post-Secondary Education in Newfoundland and Labrador
December 2004

105-05845/

What We Heard

A Report of Consultations on Public Post-Secondary Education in Newfoundland and Labrador

Prepared by:
Dr. Wayne Ludlow, White Paper Commissioner and Mr. Cyril Farrell, White Paper Advisor to the Commissioner

Submitted to:
Minister of Education

December 2004

December, 2004

Honourable Tom Hedderson
Minister of Education
Government of Newfoundland and Labrador

Dear Minister:

We are pleased to submit ***What We Heard***: A Report of Consultations on Public Post-Secondary Education in Newfoundland and Labrador. The 2004 Speech from the Throne committed the province to commissioning a White Paper on Public Post-Secondary Education to examine post-secondary concerns, and identify initiatives to enhance the system's contribution to the economic growth of the province and the employment prospects of graduates, while preserving quality, accessibility and affordability.

To inform the White paper, advice and guidance were sought from key stakeholders and the public at large on how best to make public post-secondary education in the province strong, vibrant and well positioned to achieve these aims. Since July, we have held consultations and meetings throughout the province and received over one hundred written submissions. The views presented reflected a wide range of opinions and deeply held beliefs concerning the value of and access to affordable and meaningful post-secondary education.

The consultation process and submissions confirmed the importance of post-secondary education to the people of Newfoundland and Labrador. The information highlights the prominent role that Memorial University and College of the North Atlantic play in the lives of the people of this province, and the significant contribution these institutions make to the province's economic and social development.

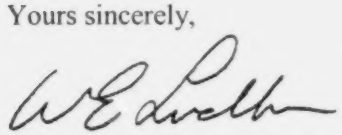
The consultations confirm the need to enhance collaborative efforts between our two public institutions, and the need to establish partnerships with industry to engage in responsive and flexible program development to meet changing labour market demands.

A variety of suggestions were provided relating to the costs of post-secondary education for those individuals who live in remote parts of the province, the desire to enhance lifelong learning through distance learning initiatives and the need to enhance broad accessibility through distance delivery.

We trust this report will be instrumental in informing Government as it sets out a plan to ensure the public post-secondary education system is positioned to address the challenges and opportunities today and into the future.

We extend a special thank you to the hundreds of individuals and groups throughout the province who participated.

Yours sincerely,



Wayne E. Ludlow, EdD, Commissioner

Cyril Farrell, MEd, Advisor to the Commissioner

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Introduction

The 2004 Speech from the Throne committed the Province to commission a White Paper on Public Post-Secondary Education to examine post-secondary concerns, affordability, and accessibility, and to identify the employment prospects of graduates. It further committed to examining the potential of Memorial University and College of the North Atlantic to attract investment and generate economic development opportunities in Newfoundland and Labrador.

In June 2004, John Ottenheimer, the Minister of Education, announced the start of the process with the appointments of Dr. Wayne Ludlow as Commissioner to examine public post-secondary education, and Mr. Cyril Farrell as Advisor to the Commissioner on issues related to the College of the North Atlantic.

The scope of the review was the existing public post-secondary education system in Newfoundland and Labrador which consists of the mainly publically funded institutions of College of the North Atlantic (CNA) and Memorial University of Newfoundland (MUN), and several health education programs delivered through regional health boards. Advice was requested on the structure of the post-secondary system, funding arrangements and opportunities, and the impacts of population changes on services and delivery.

The Terms of Reference for the process required holding consultations with key stakeholders including Memorial University, College of the North Atlantic, health educators, student groups, and business and community representatives. The public was invited to participate by sending written briefs, or submitting comments via the Department of Education's web site where information was available on the Terms of Reference of the review, issues and challenges to be addressed, and the consultation process. This report presents a background to the consultations, describes the consultation process, and summarizes what people said.

It is important from time to time to examine how we do things, and explore new opportunities and partnerships. In commissioning the review, the Minister of Education noted that "an educated population is the strongest foundation upon which to build the future of our province". Recommendations from the review will inform a plan to ensure our public post-secondary system maintains the quality of its programs and services, equips our graduates to achieve success, and is strong, vibrant and well-positioned to attract investment, market its products worldwide, and contribute to the economic and social development of Newfoundland and Labrador.

Profile of the Post-Secondary System

The public post-secondary education system in Newfoundland and Labrador consists of the mainly publically funded institutions of College of the North Atlantic and Memorial University of Newfoundland; and degree, diploma, and certificate programs in nursing and other health disciplines delivered through the Health Care Corporation of St. John's and Western Health Care Corporation.

Memorial University of Newfoundland

Memorial University consists of a St. John's campus including Marine Institute, Sir Wilfred Grenfell College in Corner Brook, Harlow Campus in England, and the Labrador Institute, as well as the Bonne Bay Marine Centre, the Ocean Sciences Centre, and the Frecker Institute (as a program only). Memorial University offers a comprehensive range of programs including undergraduate, graduate, and doctoral degrees as well as certificate and diploma programs. The University has faculties of Arts, Business, Education, Engineering, Medicine, and Science, and schools of Graduate Studies, Music, Nursing, Pharmacy, Human Kinetics and Recreation, and Social Work, as well as a Division of Lifelong Learning, and Distance Education and Learning Technologies. Fall 2004 enrollment was 17,785 full-time and part-time students at Memorial and 1,159 at Marine Institute.

Memorial University employs 950 full-time faculty (and 850 sessional instructors), 2,300 administrative and support staff, and 2,000 students in part-time jobs. External research funding for the University climbed to almost $74 million this year, accounting for more than 60% of all the research and development in the province. The total revenue for Memorial University in 2003-04 was $304.2 million of which 53% came from the provincial government as grant-in-aid, 16% from student tuition, and 31% from other sources.

College of the North Atlantic

College of the North Atlantic offers 90 full-time programs at seventeen campuses throughout the province, including two in Labrador, and operates a campus in the Middle East fully funded by the State of Qatar. It delivers a comprehensive range of certificate and diploma programs to meet industry needs, many of which are nationally accredited; offers transfer opportunities that promote continuing education at home and abroad; provides research and development leadership in community and regional innovation; and fosters international partnerships. In Fall 2004, the College had an enrollment of over 6,400 full-time and part-time students. Qatar campus enrolment for 2003-04 was approximately 650 and is expected to reach 1,000 in the 2004-05 academic year.

The College employs approximately 800 faculty and 400 administrative and support staff. Total revenue for the College of the North Atlantic in 2003-04 was $96 million, of which 51% came from provincial grant-in-aid, 13% from student tuition, and 36% from other sources.

As the only college and the only university in the province, these institutions not only educate most of our people, but also contribute greatly to our social, economic and cultural life.

Issues and Challenges

At the outset of the White Paper process, Government identified several key issues and challenges pertaining to the public post-secondary education system in Newfoundland and Labrador. The questions they pose are listed below:

What are the right tuition and student financial assistance policies? Are they consistent with alternative sources of student income, the financial health of the University/College and the expected future grants from the provincial government?

What is reasonable access given the geographic disbursement and the projections for future population shifts?

Is there sufficient cooperation and collaboration within the public post-secondary system?

Given the level of public investment in our post-secondary institutions, is the public system meeting its mandate in the most efficient and effective manner possible? For example, are there co-location or service sharing opportunities within post-secondary institutions and the K-12 school system that can enhance access, and achieve efficiencies?

Are there ways in which the regional campuses of Memorial University and College of the North Atlantic could be used more innovatively and effectively so as to contribute more to social and economic development in rural Newfoundland and Labrador?

Does the public system respond to the needs of individuals without the minimum academic requirements for post-secondary? To what extent is the system addressing the barriers to post-secondary participation for the adult population in support of lifelong learning?

Are the University and College programs responsive and aligned to the needs of the labour market, the economy and the province's economic development agenda? What are the employment prospects of graduates?

How successful has the post-secondary system been in marketing their research outcomes and educational systems and products in an effort to attract investment and generate economic development opportunities in Newfoundland and Labrador?

How effective have the post-secondary institutions been in partnering with industry and the community in conducting basic and applied research that has strong economic development opportunities?

What are the infrastructure challenges facing the post-secondary system, and how might these challenges be addressed?

Is the post-secondary system capitalizing appropriately on out-of province and international student recruitment?

Are the existing accountability measures sufficient to evaluate the public investments in post-secondary education? Is the public realizing an appropriate return on investment?

Consultation Process

When the Minister of Education announced the commissioning of a White Paper on Post-Secondary Education in June 2004, he stated that consultations to inform the process would be held with key stakeholders most affected by and most knowledgeable about the post-secondary system in the province. The wider public was invited to submit written briefs, or to offer comments via the Department of Education's web site.

Arrangements for the formal consultation process began immediately. A list of stakeholders was identified, and meetings were scheduled from mid August to late October, 2004. A complete list of consultations, their dates, venues, and participants, is included in Appendix A. In preparation for the meetings, questions to guide the consultation process were developed based on the Issues and Challenges outlined in the Terms of Reference for the project. They centred around three broad discussion areas of structure, funding, and the impacts of population changes, and are included as Appendix B. The Canadian Federation of Students chose their own format consisting of introductory remarks followed by general discussion in five areas: tuition fees, student financial assistance, university and college governance, post-secondary education in Newfoundland and Labrador with particular emphasis on the college system, and institutional funding.

Each consultation was a facilitated discussion based on the questions which were sent to participating groups in advance of each meeting. The Commissioner, the Advisor, a Facilitator, and a Recorder were present at each meeting, and from time to time, staff from the Department of Education attended as resource people. Each session began with opening remarks and introductions, followed by the structured discussion, a few minutes for final comments, and a short evaluation. A report was prepared after each meeting. Evaluations of the process were favourable, and are included in Appendix C.

The general public also responded to the call for input. Over one hundred submissions were received from a range of groups and individuals. They are listed in Appendix D. In addition to written submissions, the Commissioner received over fifty letters and email (Appendix E). Each submission and piece of correspondence was analysed, and these, along with the reports from the formal consultations, formed the basis of the What We Heard document which comprises the main body of this report. In addition to the formal consultations, the Commissioner, often with the Advisor, also held meetings with individuals and groups to further inform the process. These are listed in Appendix F. Students sent a message supporting tuition fee reductions by sending the Commissioner 2,243 post cards, a sample of which is included in Appendix G.

Early in the process, the Department of Education created a web site with the news release of the launch, background on the Commissioner and Advisor, the Terms of Reference for the review, and contact information for those wishing to have input. The total number of visits to the site from June 29th to December19th, 2004 was 2,322.

Summary of Key Themes

Key themes from the consultations and submitted briefs are summarized below.

THE POST-SECONDARY STRUCTURE

The Quality of Post-Secondary Education

People in Newfoundland and Labrador value our post-secondary education system. It is of high quality, generally affordable and accessible, and offers a good experience and good outcomes for students. People value the connection our institutions have with communities, and see them as making an important contribution to social and economic development. They value the comprehensiveness of the system, the range of programming choices offered, and the extent of distributed learning initiatives. Many felt that one university and one college make our post-secondary system efficient and effective, and positioned to be responsive to the larger public policy needs of our province.

A Plan for Growth

Newfoundland and Labrador needs a strong and integrated approach to economic planning which recognizes the critical role our post-secondary institutions play in achieving our goals, and engages them in linking their activities to a strategic growth plan. We need to identify economic drivers, set out a plan for regional development, grow our knowledge industry, carve niches based on our strengths and specialities, attract research and development funding, and market ourselves to the world. Institutions must forge working relationships with government and industry, anticipate labour market needs, and respond quickly.

A Provincial Post-Secondary System

Participants stressed the need for a true post-secondary **system** in this province, one that fosters greater collaboration between our public institutions in the areas of planning, service delivery, and sharing of resources and facilities. Students should be able to move easily within the system. Programs should be integrated, avoid duplication, and provide for transferability and laddering. Marketing efforts should be conducted jointly, within the province's "brand".

Shared Governance and Stable, Predictable Funding

Changes in governance and funding can assist with unifying the system. Institutions need more points of contact regarding decision-making. The Council of Higher Education could be reconfigured to foster collaboration among the K-12 and post-secondary systems, and an integration of educational goals, consistent with a provincial plan. Mechanisms could be established to facilitate better working relationships and information sharing between

Memorial University and College of the North Atlantic. A three to five year budget cycle would allow longer term, more effective planning. Input from communities and student representation would add valuable dimension and context to the decision-making processes. Autonomy of decision-making by institutions and campuses (e.g. Marine Institute and Grenfell), within the boundaries of the overall plan, would allow greater responsiveness to community needs. Common boundaries for services (e.g. health, education) would help with more efficient service distribution and data collection. It would also help align the post-secondary system with social and economic development goals.

Better Career Counselling

Participants expressed a need for better career counselling in schools, and more effective linkages between the K-12 and post-secondary systems in order to provide students and their families with information about available careers, and their requirements and prospects. They felt we should start early to build an interest in a career through job shadowing, co-operative placements, enterprise opportunities, and other incentives, and support students through the transition between school and higher education. Our goal should be to have all children consider post-secondary education, and understand the lifelong nature of learning.

Attracting and Retaining Students

Efforts must be made to attract and retain students in areas of need. Government should consider incentives for industry to provide students with necessary experiences, and to diversify the workforce. Apprentices, in particular, find it difficult to obtain the field placements which are required to finish their training. Many felt there should be a review of the role, responsibilities, and delivery of the apprenticeship program.

Education's Role in Social and Economic Development

Participants appreciated the value of a liberal education, and learning based on calling. Education has a role in the development of well-rounded citizens who are able to bring critical thinking to a variety of roles and ventures. At the same time, it is important to link programs to regional economic development goals and labour market needs. Programs should also "fit" with community aspirations. Labrador, for example, with its emerging models of aboriginal governance, presents special educational opportunities. A good public post-secondary system should offer a range of choices to meet a variety of learner needs.

Guiding Principles

Participants supported the principles of quality, accessibility and affordability which Government thinks should guide the delivery of public post-secondary programs and services. Many felt accountability - for program outcomes and spending - is also an important principle in a system that is largely publicly funded, and contributes to quality.

Distribution

There are three levels at which programs must be delivered - locally (e.g. literacy, entry level courses), regionally (e.g. core programs related to regional economies; college-university transfer programs), and provincially (programs of low demand/high cost such as PhD programs, and high speciality areas, including Centres of Excellence). Decisions regarding location, however, must be made in the context of the sustainability of the system. Distributed learning, and partnering to share resources and facilities will help defray costs and assure maximum accessibility. While costs, supports or other factors may often provide sound reasons to locate complex programs in urban centres, rural communities pointed out that they too need their fair share of these programs if they are to achieve equality. A critical mass of professionals is important for growth, and the presence of such centres makes communities vibrant, and attracts local learners. Many participants called for an integrated approach to distribution as part of a plan to develop a truly provincial post-secondary system.

FUNDING OF POST-SECONDARY EDUCATION

Operating Grants

Participants viewed operating grants as an important part of post-secondary funding, since education is fundamentally a public responsibility. Students saw funding of post-secondary education as an investment - the best way to grow the economy is with educated people. At the same time, people appreciate the need for alternative sources of funding, given the increased levels needed both to sustain the current system and to meet future challenges.

Tuition and Student Expenses

Many felt that tuition fees should be affordable, but that the current freeze benefits local students disproportionately since students who are unable to live at home incur many more living expenses. These costs could be addressed through grants or tax incentives. Opinions varied regarding charging differential tuition rates for local, out of province, and international students. Students and others opposed linking tuition to earnings potential. While many felt lifting the current freeze on tuition may be inevitable, there was general agreement that fees should be competitive and consistent with an Atlantic Canada average, and that an increase should not result in a corresponding decrease in operating grants for the institutions.

Student Loans

Fair tuition could be offset by incentives and progressive tax credits for students or their parents, but they should reflect the true costs of education and be widely available. Many felt Canada Student Loans are too low to cover actual costs, especially for those students whose

Investment in People

To maintain quality and continue to grow, we must always look to the future. We must invest in the people who make the system by providing professional development opportunities and creating occasions for faculty, staff, and students to participate in international exchanges, and connect with international associations. Given that just as our population as a whole is aging, so too are those within our post-secondary institutions. It is crucial that we plan now for faculty replacement, and develop strategies to attract and retain the best teachers and researchers. Part of that strategy could include "growing our own" by continuing to offer an increasing range of programs and higher level training which will attract students and retain them to make their own contribution to our system's development.

Linking Research and Development

Research is not only a prime source of revenue for our post-secondary institutions, and a key part of their mandate, but it is also a key factor in the economic and social development of the province. While the research of "discovery", the traditional research of universities, is valued, there are many opportunities to link research to social and economic development, and a pressing need to do so. The provincial government can play a major role by including institutions in defining strategic development goals, facilitating their cooperation through governance, and assisting them with marketing efforts. Success will also depend on involving industry and community stakeholders. Some participants suggested the Canadian Centre for Fisheries Innovation (CCFI) is a good model for bringing industry and academics together. The newly established Leslie Harris Centre of Regional Policy and Development could facilitate linkages between post-secondary institutions and community groups to assess regional needs, inform research protocols, and communicate results in a manner useful to community development. The important thing is that these models should be enshrined in the system as standard ways of doing business.

Marketing Educational Products and Services

In today's world, education is an industry and a lucrative one. The provincial government can support this industry by helping post-secondary institutions market their programs, services, and research capacity within the larger "brand" of the province as a destination of choice for students, faculty, researchers and investors. The comprehensiveness of our post-secondary system and the quality and diversity of its programs should be highlighted in all marketing efforts, including recruitment. Projects such as College of the North Atlantic's presence in Qatar, or Memorial University's campus at Harlow can be used to build relationships and lever opportunities. Government can also foster "value-added" or "spin-off" activities which support the research agenda, and contribute to community growth.

Research and Development Fund

Post-secondary institutions could be greatly assisted by an enhanced provincial Research and Development Fund to build research capacity, attract investments (many of which require matching funding), foster cooperation through the development of research clusters and specialization, and assist with marketing. Inroads into new markets will open up a host of other opportunities which can help grow all sectors of the province's economy. Returns may not be immediate but they are valuable.

Accountability

As well as attracting money, institutions must ensure they are spending it wisely. Our institutions already strive to be accountable. Both Memorial University and College of the North Atlantic engage in strategic planning exercises with an annual review of goals. For the most part, their operations are transparent and audited according to standard practices, and they work hard to stay within their budget allocations. Both institutions also enjoy a fair measure of success in regard to quality outcomes for their graduates. In health care, national standards provide benchmarks for provincial operations. Accountability is a key factor in the provision of high quality educational programs and services.

Although some suggestions for greater accountability were outlined, participants supported the right of institutions to be held accountable within a framework of arm's length status and flexibility to manage their own affairs. Government should set broad expectations of the post-secondary system, and the institutions themselves should share in setting these goals. Efforts should be focussed on longer term planning, and reported results should be used to make improvements to the system. Information-sharing and transparency should be hallmarks of the system, and the end of accountability should be a quality system with the best possible outcomes for students, faculty, researchers, and the public.

POST-SECONDARY EDUCATION AND POPULATION NEEDS

Participation in Post-Secondary Education

There are many in our society who experience barriers to participation in post-secondary education. Some people have personal challenges, others cannot afford to attend post-secondary education, still others are not prepared academically, and some come from backgrounds where education is not valued or pursued. Participants felt that where possible, governments and institutions should promote wider accessibility by fostering changes and flexibility in the system which will help all individuals succeed.

Students with Special Needs

For those with learning disabilities and special needs, it is important that the post-secondary system respond as best it can with the necessary supports. Many noted that supports that are available for such learners in the K-12 system often do not follow the student to the post-secondary level. Also, many faculty lack training in how to teach these students. Awareness of a student's needs, and measures to address them, are crucial to continued success and should accompany the student through the system.

Social Inclusion

Some groups of learners need special strategies to access learning opportunities. Mature students with jobs and families to support may need flexible child care. Workers need opportunities to upgrade to stay current, and should be supported in this by their employers. Distance learning opportunities may offer the flexibility these groups require, and could also address the very real barrier of geography in Newfoundland and Labrador, but care must be taken to ensure the integrity and quality of the educational experience is protected.

Women, aboriginal groups, and newcomers may need programs to facilitate their entry into all areas of study, especially those which have not been traditionally accessible. The Nursing Access Program developed with and for the Inuit is a good example of a truly collaborative effort on the part of post-secondary institutions and community groups to adapt to the educational needs and strengths of a particular group, while at the same time responding quickly to the needs of coastal Labrador. Many participants expressed concern about the virtual disappearance of the rural male from post-secondary education, and felt that group needs to be singled out for special consideration. Enhanced career counselling, with special focus on their interests, may help.

A System Response

By and large, people felt removing barriers requires a system response. The K-12 system must do a better job of preparing children to be lifelong learners, and to understand the connection between education and employment. This requires tremendous effort to seriously offer career information (to both students and their parents) and career preparation (through such things as job shadowing, cooperative workplace placements, credits for developing career plans) in the K-12 system. These efforts need to be supplemented by greater collaboration between the secondary and post-secondary systems; ease of movement for students within the system through such things as better articulation of programs, laddering, and transfer of credits; and attraction, retention and support strategies, all with the purpose of maximizing student access and success. There was praise for the College-University Transfer Year which is making post-secondary education accessible for many who might not otherwise view it as a possibility. There was support for an expansion and increase in bridging programs. Concern was also expressed that long wait lists especially discourage young people who then leave the province to study and settle elsewhere.

Literacy and Lifelong Learning

All participants agreed it is important to promote a culture of lifelong learning in Newfoundland and Labrador. To do this we need to focus on two key things: we must start early to foster a love of learning by investing resources in young children and their parents so that learning will become "second nature" to the next generation, and we must invest in literacy development, including basic literacy training (Level 1 ABE).

We must promote the enjoyment and importance of learning for all ages and in a variety of places and formats - workplace learning, professional development, re-entry, or learning for interest or fulfilment. Our social and education systems must then back up these notions with practical supports in regard to access, flexibility, and assistance. Participants suggested a variety of strategies for "increasing the interfaces" between the formal education system and daily living.

Finally, we must convince people that education is relevant to their lives - is, as one participant said, "about living". Investing in lifelong learning will improve the health, well-being, economic prospects and resilience of our population, and help define who we are.

What We Heard

Responses are reported by reference to the Review Scope outlined in the Questions for the Consultation Process. Some questions have been combined in this summary.

A. THE EXISTING POST-SECONDARY STRUCTURE

WHAT DO YOU VALUE ABOUT THE CURRENT PUBLIC POST-SECONDARY SYSTEM?

A High Quality System

People in Newfoundland and Labrador value our post-secondary education system. Not only does a good quality education contribute to the fulfilment of the individual and the vibrancy of our communities, but there is no doubt that our post-secondary institutions are viewed as key players in our province's social, economic, and cultural development.

The quality of our post-secondary system is highly regarded. Our programs and our faculty are among the best in Canada. There is a good teacher-student ratio. For the most part, there is articulation and harmonization across the system, and a high degree of national and sometimes international accreditation. People are proud of the relevance of our programs, our flexibility in responding to student needs and labour market changes, and our institutional work in international development. Our Centres of Excellence showcase our strengths and contribute to economic and social development. Our post-secondary institutions are winning a reputation for excellence in research. One comprehensive university and one college with presence in many communities make an efficient and effective system.

Our institutions for the most part enjoy good working relationships with each other, the community, and business and industry, as well as with the Department of Education. Our three nursing schools work collaboratively, and have a good relationship with the institutions which house them, and with the Department of Health and Community Services which provides funding. This, along with partnering with our post-secondary institutions, has resulted in collaborative research and program delivery which is responsive to the needs of employers and community groups. Our Medical School values its uniqueness in responding to the specific needs of the people of Newfoundland and Labrador, and is proud of its work in attracting students from rural areas. Its partnerships mean there is shared ownership of facilities, teaching, and research, and a high degree of collaboration in both academic pursuits and service delivery. Our educators spoke about their passion for the work they do.

Cooperative education is a valued component of the post-secondary system, as is the access to Harlow campus, and the opportunities it provides for our students to learn about other cultures, see Newfoundland and Labrador in a new light, and bring our culture abroad.

The system also has well-developed resource centres with a wide variety of print materials, and internet access at all campuses. The College's IT infrastructure is state-of-the-art, and includes a communications data network, Web CT for distance, and fibre optic connection for all campuses (coastal Labrador has dial-in access). The University has an excellent library which serves as the major resource library for the province, and provides the necessary support for its distance learning. The TETRA Centre at Memorial University is world-renowned as a leader in telehealth and educational technologies.

Affordable and Accessible

People appreciate that post-secondary education in Newfoundland and Labrador is affordable and accessible. Students especially value our low tuition rates, which they believe contribute to greater accessibility. Those in rural areas appreciate that there is often a College campus within reach. Our system offers programming choices, from apprenticeship to liberal arts to highly specialized areas of expertise. There are a variety of ways to earn a degree or a diploma, including by taking courses in the evening or by distance. Alternative programs and services, such as Adult Basic Education, for those who face barriers in accessing post-secondary education, are considered an important part of our system's ability to remain accessible to all. Initiatives like the Inuit Nursing Access Program meet special needs, and develop our valuable human resources. The College-University Transfer Year helps students develop skills and explore interests, opening a door to post-secondary education for many who may not otherwise have considered it an option.

Connected to Communities

College of the North Atlantic's unique connection with the communities it serves is valued. People prize the support campuses give to community life, and value the College's and the University's efforts to maintain a presence in rural Newfoundland and Labrador and contribute to economic and social development there. Memorial University is a highly respected comprehensive university with campuses in various locations. Sir Wilfred Grenfell excels in liberal arts, and Marine Institute functions as a Centre of Excellence in Oceans Technology. Recent initiatives such as the establishment of the Leslie Harris Centre of Regional Policy and Development, offering first year university courses in several locations, and awarding credits for the College-University Transfer Year are examples of the University's determination to take more of a provincial focus.

Student Centred

Both institutions strive hard to be student centred, and offer a range of excellent student services and advice in areas such as counselling, loans, and housing. There is a high rate of student satisfaction. Documents like Career Search show positive results for employability in the student's field of study, and the ability to earn a good income. The number and quality of scholarships and awards, especially at Memorial University, contribute to student recruitment and retention.

Accountable

Participants also viewed our post-secondary institutions as highly accountable. They appreciated the transparency of their operations, and the fact that so much of what they do is available to the public. Both the College and the University have multi-year strategic plans with targets, deadlines, and assignment of responsibility to support defined goals and objectives. Financial operations are examined by independent auditors.

WHAT WOULD YOU CHANGE TO MAKE THE SYSTEM MORE EFFECTIVE FOR THE SOCIAL AND ECONOMIC GROWTH OF THE PROVINCE AND FOR THE EMPLOYMENT PROSPECTS OF OUR GRADUATES?

A Plan for Economic Growth

We need a strong, systematic, and integrated approach to economic planning. Our challenge in Newfoundland and Labrador is to identify what drives the province's economy. Tourism, oil and gas, IT, and fishing are important to this province, and our institutions have contributed to their development. In a knowledge economy, post-secondary institutions are key players. In order to focus our efforts most effectively, government must be clear in identifying the drivers, and then working with the post-secondary institutions to link their activities to economic growth. Our institutions' success in areas such as oil and gas, or the export of educational products, has been largely due to good preparation. Identification of the economic growth engines, and articulation of a strategic growth plan will help the institutions focus. This is especially important in light of our changing demographics, and to assist growth in rural areas. To be truly effective, this plan also needs to be one formulated by all partners, so that we avoid different "streams" of planning among departments, between governments, and between governments and community groups.

Specific suggestions to help our institutions contribute to economic growth and employment included a greater focus on specialization, even in the health and social services sectors, and the identification and commercialization of intellectual property. These efforts will grow the knowledge industry and enable our youth to stay. Our institutions also need to play a bigger role on the international stage. We need to link with international institutions, and market our specific areas of expertise to the world, both to sell our products, including our research expertise, and to attract international students. We need to attract investment in research.

The system needs to be able to respond more quickly to labour market needs. A skilled labour force, good tax regime, and incentives are all valuable, but the deal-breaker is often whether a workforce can be trained in what the industry needs. An ongoing liaison with business and industry regarding their needs will help us be prepared to react quickly, as will the development of a culture of life-long learning which recognizes experience, and values ongoing skills development. To support this, we need to do more planning. We need to know both our current workforce and our future labour market needs. Institutions need to review course offerings and make changes based on those needs. Private colleges felt they

have a special role in responding to needs in certain geographic or speciality areas, and could complement course offerings in the public system if their role in the system is defined.

A Provincial Post-Secondary System

We need to develop a true post-secondary ***system*** in this province. This involves changes in governance and budgeting, better planning, and more effective collaboration. These changes will help us develop a truly provincial system, able to respond quickly to regional needs.

One of the strengths of College of the North Atlantic is the presence it has in communities, which allows it to play a leadership role in community advancement. It is extremely important that Memorial University appreciate the unique ability of its institutions to be in touch with regional or special needs, and to view the regions as providing opportunities which will strengthen a comprehensive system. Autonomy in regard to decision-making, and the ability to plan based on stable and predictable funding are both key to allowing the system to behave as a system, respond quickly as needs arise, and operate more effectively and efficiently.

Sir Wilfred Grenfell and Marine Institute believe direct funding would allow them to plan programs which relate to the economies or industries they serve, move money quickly and efficiently to achieve their goals, and plan for the future, including faculty renewal. A three to five year budget cycle would allow longer-term, more effective planning. To build the most efficient provincial system possible and to avoid duplication, resources should be channelled to each institution based on its mandate.

While collaboration has served the three nursing schools well, a future goal is a single governance model for BN education from Memorial University. This could result in the best use of faculty expertise, resources, and research, and thus would result in better patient outcomes. Such a structure would have to be fully supported by the system, and would benefit from stable multi-year funding, interdisciplinary training and work, and increased resources for research and innovation.

Students would like increased participation in governance, with students themselves deciding how their representatives are chosen. They also support greater transparency in board operations, and genuine decision-making at the Board level.

More Effective Collaboration

While there is overall satisfaction with the post-secondary system, participants felt some changes are needed to help us do a better job of collaborating on a variety of fronts, and of responding to regional needs. Specific areas for improvement are better articulation of degree and non-degree programs, ease of student transfer between programs and between institutions, and autonomy to accept credits from other universities and colleges. We need to

do a better job of cooperating to determine program outcomes and design. In short, the system needs to become a real system.

Better Career Counselling

Great concern was expressed about our need to do a better job attracting our children to post-secondary education, and helping them make the right career choices. The young rural male, in particular, is a target group needing special attention. We need to provide better career information in the K-12 system. Better linkages between the K-12 and the post-secondary systems should enable students and their teachers and parents to be aware of what careers are available today, and the requirements and prospects for each. We need to start early to build an interest in a career through such things as job shadowing, co-op placements, enterprise opportunities, and programs like SWASP (Student Work and Service Program) which offer tuition vouchers in return for work. We need to embrace entrepreneurship from Kindergarten by fostering a culture of creating opportunities. We need to promote the value of a college as well as a university education, and be flexible in meeting students where they are by providing bridging programs to attract them to further studies, and supports to keep them there. We must start early to help them understand the importance of an education, its relation to career opportunities, and its lifelong nature.

We also need to attract and retain students in targeted areas. Cooperative placements are essential for many programs, but positions are limited. Apprentices in this province find it difficult to obtain the field placements which will enable them to finish their training. Government should consider industry incentives to provide students with these essential opportunities. We must continue initiatives to increase the number of women in occupations where they are under-represented. We might even consider incentives to attract high school graduates to areas of study with high employment futures. We must strive to eliminate wait lists in areas of high demand. Many felt the apprenticeship program could be strengthened.

The Value of Education

There was strong support for the comprehensiveness of our post-secondary system and the range of choices it offers. Participants were careful to emphasize that not all education is about employment. Many appreciated the value of a liberal education, and learning based on calling, and felt that education has an equally important role in the development of well rounded citizens who are able to bring critical thinking to a variety of ventures. The important thing is that our broad range of available studies is protected, and that students have all the information they need to make choices that are right for them.

Participants expressed the need for literacy programs and Adult Basic Education throughout the province, and greater access to educational opportunities for the under-educated. This will provide the grounding for people to participate fully in our society and to move on to further education. The inter-generational effect of education was stressed as important in our bid to instill a value of education in our society.

Meeting the Needs of Today's Learners

The system needs to change to meet the needs of today's learners. We need to offer more courses by distance, and to support that method of delivery. We need to accommodate part-time learning, and consider continuous intake. We need to attract non-traditional learners by reaching out to workplaces, recognizing experience, and accommodating different learning styles. Institutions must be more welcoming of aboriginal people, and accommodate their different culture and ways of learning and working. We must remove barriers for those with disabilities.

We need capital investment to replace aging infrastructure, buy new equipment, and invest in up-to-date technologies if we are to offer students an internationally competitive education. Memorial University's Queen Elizabeth II Library, for example, requires investment to offer more electronic holdings, accommodate growing collections, and meet the changing needs of today's learners.

We need enhanced professional development and retraining opportunities for our educators.

WHAT PRINCIPLES SHOULD GUIDE THE SYSTEM? IN LIGHT OF THESE PRINCIPLES, HOW SHOULD WE DISTRIBUTE PROGRAMS AND SERVICES TO RESPOND TO THE CHANGES IN DEMOGRAPHICS AND THE LABOUR MARKET?

Almost all participants supported the principles of quality, accessibility and affordability which Government thinks should guide the approach to the delivery of public post-secondary programs and services.

The overall quality of programming is the hallmark of a world-class post-secondary system, and will ensure our graduates are equipped to compete globally, and exhibit a standard of excellence which will serve our province well.

Accountability - for spending and educational outcomes - is also an important principle in a system that is largely publicly funded, and contributes to quality.

Many felt it important to articulate excellence as an important part of quality. Since we cannot and should not be excellent at everything, we should concentrate on establishing specialities based on our strengths. There are many areas of study where we have strategic advantages that need to be protected and embraced. In many areas, such as health care, we are proven innovators and leaders in developing unique models of collaboration.

Accessibility was interpreted to include both geographical accessibility and distribution of programs. Hence, while we value accessibility throughout the province, local delivery of programs could be through a virtual system.

Affordability goes hand in hand with efficiency, which many felt should also be a guiding principle. Programs should be integrated, we should avoid duplication, and provide for ease

of transfer and laddering. There should be more collaboration among all educational agencies, and with community agencies. Many felt communities should have direct input into determining their needs. Stable, longer term funding would assist in planning. Common boundaries for services (e.g. for health, education) would help with more efficient service distribution and data collection. It would also help align the post-secondary system with social and economic development goals. Our overall offerings should be linked to a province-wide strategic plan. Again, this is part of developing a true system of public post-secondary education in Newfoundland and Labrador.

For students, the principle of affordability is also about the cost of programs, and other costs associated with attending post-secondary institutions, especially if one has to leave home. They feel strongly that low tuition and up-front assistance will attract more students to this level of study, and prevent new graduates from having to leave the province to pay back debts.

Many were concerned that, in recognition of the role our public post-secondary institutions play in economic development, we should ensure that programs are relevant, connected to economic aims and responsive to local needs. We need to do a better job at matching training to labour market needs. This will require flexibility on the part of the system in both program design and delivery, and attention to "fit" with communities and groups of learners. Labrador, in particular, with its emerging systems of aboriginal governments, will have special educational needs. Collaborating and communicating regarding relevant research will also assist with community and economic development.

At the same time, the diversity of programming in our system is valued. Many felt a public system must always strive to meet a range of learner needs, not just those directly related to economic goals, and offer advanced level education and training (e.g. in apprenticeship), even where costs may be high.

There are three levels at which programs must be delivered - locally (e.g. literacy, entry level courses), regionally (e.g. core programs related to regional economies; college transfer programs, common first year), and provincially (programs of low demand/high cost such as PhD programs, and high speciality areas, including Centres of Excellence). We must be realistic about sustaining the system we have. Distributed learning, and partnering to share resources and facilities will help defray costs, while maintaining the quality and integrity of our evolving system. Some programs, such as those with hands-on components, or beginner literacy programs, may be less suited to distance delivery than others.

In keeping with the principle of equity, those interested in the sustainability of rural communities pointed out that despite the necessity to have complex and specialized programs centred in urban areas, we need to establish centres in rural areas too if they are ever to achieve equality. Decisions have to be practical - the Medical School may have to be in St. John's, but there is no reason why the Forestry Centre should be there; or we could consider a single administration centre for the Nursing Schools, but offer programs in several areas. As

one participant said, "Locating all the resources in St. John's would be like putting everything in Ottawa." A critical mass of professionals is important for growth in an area. Location is also a proven factor in attracting nearby students.

The issue of where to offer programs is a complex one. Urban centres have human resources and supports which make concentration of programs there more practical. Rural centres view the presence of post-secondary institutions as important for economic stimulation and the retention of their young people. Long wait lists at some campuses and vacancies in others are frustrating for both students and the system. Opinions differ about whether students are better served by new experiences, or more likely to seek further learning if it is offered close to home; and which option makes it more likely that a student will stay in the community. Distance learning technologies, sharing resources, and the possibility of attracting international students to rural as well as urban campuses have changed how education is delivered, and given new hope to rural areas. Many participants felt that what is needed is an integrated provincial approach to program distribution.

B. FUNDING OF POST-SECONDARY EDUCATION

GIVEN OUR PUBLIC POST-SECONDARY SYSTEM IS FUNDED LARGELY BY OUR TAX DOLLARS, WHAT OPTIONS SHOULD GOVERNMENT PURSUE TO ADDRESS THE FINANCIAL PRESSURES OF OUR INSTITUTIONS?

Typical mechanisms available to governments to address rising costs at post-secondary institutions centre around operating grants, tuition fees, and tax incentives. Many participants felt that operating grants are an important part of funding, and should remain so given that education is a public responsibility. Students pointed out that spending on education is not an expenditure but an investment - the best way to grow the economy is with educated people. At the same time, people appreciate the need for alternative sources of funding, given the increased levels needed both to sustain services at current levels and to meet future challenges.

Institutions, for their part, feel that stable, long term funding would greatly assist their planning processes and result in more efficient and effective use of the money they receive. All agree that more funding is needed to replace aging infrastructure and old technology, to increase classroom space and size, to update laboratories, and to build new residences. We also need to develop new programs to meet changing needs. We need to spend money to attract money, and we can't allow ourselves to fall behind. A strategic plan for post-secondary education should take all these needs into account.

Most felt that tuition fees should be affordable, but that the current freeze benefits local students disproportionately since students who are unable to live at home incur many more living expenses. Opinions varied regarding charging differential tuition rates for local, out of province, and international students, although some supported a fee structure that would take

into account the high cost (or even the future earnings potential) of certain programs. The Medical School pointed that out-of-reach fees there would compromise the accessibility principle on which the school was founded, and result in students and doctors who are not representative of the population. Students agreed, saying that training our professionals to have an "expectation of debt" is an unfortunate mind-set, and such a move would perpetuate the class system. While the institutions felt a tuition rise may be inevitable, they recommended fees should be closer to the Atlantic Canada average, and not result in corresponding decreases in operating grants for the institutions.

Fair tuition could be offset by incentives and progressive tax credits for students or their parents, but they should reflect the true costs of education and be widely available. Many felt Canada Student Loans are too low to cover actual costs, especially for those students whose academic work load precludes their taking part-time work. Some favoured upfront, interest-free loans for students. Students themselves preferred needs-based grants. Many felt living expenses could be also be subsidized through such things as accessibility grants, or tax incentives. More bursaries and scholarships would also help.

There was praise for the debt reduction program which some felt should be expanded, and for tuition voucher programs like SWASP (Student Work and Service Program) which some felt should be made available to corporations as well as not-for-profit groups. There were doubts about the effectiveness or even the desirability of Return in Service contracts. Many felt employers could be persuaded to assist with costs by helping fund cooperative education placements for students, or sponsoring ongoing educational opportunities for their workers.

Given our low birth rate, and the impact that will have on future enrolment, participants suggested we should more actively recruit international students. Competitive tuition will help with this, just as many feel it attracts local students who might otherwise leave the province to study.

Endowments are a significant part of funding for many Canadian universities, but this type of money is difficult to raise in Newfoundland and Labrador. Governments could introduce tax incentives to encourage this type of donation from individuals and industry. Scholarships from such endowments greatly assist students. The institutions themselves could be more proactive in seeking alumni contributions, and facilitating local fund-raising efforts.

Earned income is an increasingly significant source of funding for post-secondary institutions. College of the North Atlantic's operations in Qatar, for example, are fully funded by the host country. Marine Institute has a multi-year contract with the Canadian Navy to train marine engineers and technical staff. Our public institutions continue to actively seek new opportunities in the areas of programming, industrial response, and applied research. Institutions might also consider royalties flow, or public-private partnerships, especially in areas that are capital intensive. Tax incentives could be used to encourage industry investment.

It is important that we invest in and promote research and development and other areas of knowledge expertise as prime sources of revenue. This requires time, effort, and money. Increasingly, too, access to research funding requires matching resources. Almost all participants from the institutions stressed the value of having a matching funding system in this province to enable our post-secondary institutions to leverage much-needed money. Research and Development Investment Funds have proven successful in other provinces.

In the past, institutions have relied on outside sources, such as the federal government or independent agencies, to fund such things as infrastructure or research. Many wondered whether new federal-provincial agreements, like the Canada-Newfoundland Agreement on Economic Renewal which gave much valued benefits to institutions in the past, could be negotiated. Institutions should also access money through federal agencies and departments and other provincial departments whose mandates include human resource development, economic growth, or research. Specific suggestions include re-negotiating and increasing the contribution fund of the Labour Market Development Agreement, and accessing the Employment Insurance Fund for such things as supporting unemployed seasonal workers to return to school.

Some suggested Canadian post-secondary institutions in general need to get more serious about fund-raising. The United States has a huge private sector investment in education. Costs are also subsidized by alumni contributions, endowments, and bequests. We need to dedicate staff and offer incentives to foster that "culture of ownership" on the part of industry and the public, a culture that begins with pride in the institution. Included in this, too, is allowing entrepreneurial units within the institutions to be more flexible in seeking funds. Being entrepreneurial does not mean abandonment of their philosophical bases.

In addition to raising money, institutions must also ensure they are spending it wisely. Is it costing more, for example, to offer distance education than the low tuition fee will cover? Are we prioritizing, starting with the most needed programs, and adding as we can afford? Are there areas of duplication and competition between Memorial University and College of the North Atlantic which could be eliminated through better collaboration? A strategic plan for each institution with clear priorities and goals will contribute to more efficient operations.

HOW CAN PUBLIC POST-SECONDARY INSTITUTIONS BE MORE ACCOUNTABLE FOR QUALITY OUTCOMES AND EFFECTIVE SPENDING?

Our institutions already strive to be accountable. Both Memorial University and College of the North Atlantic engage in strategic planning exercises with an annual review of goals. For the most part, their operations are transparent, their financial operations are audited, and much of what they do is available for public scrutiny. They work hard to stay within their budget allocations. Both institutions also enjoy a fair degree of success in regard to quality outcomes for their graduates. There is increased tracking of student satisfaction and graduate employment which informs changes to programs and services, and adjustment of strategic goals. Accreditation processes themselves help assure accountability. In health care,

national standards provide benchmarks for provincial operations. Accountability is a key factor in the provision of high quality educational programs and services.

There was a caution, however, against demanding that institutions measure and report on a complex set of indicators. Such a method of accounting is time-consuming and labour intensive, and open to manipulation. Also, what constitutes quality outcomes is up for debate. How do we measure creative enterprise, for example; should we be measuring employer satisfaction with our graduates? Resources are better spent setting general goals and requiring annual reports, and focussing on improvements instead of measurements. Also communities and stakeholders should be more involved in the process since ultimately our post-secondary system should be accountable to the people of Newfoundland and Labrador.

The institutions pointed out that there is a link between accountability and responsibility. They strongly endorsed protecting their arm's length status. Campuses and institutes within the institutions felt this should include greater flexibility for them to manage their own affairs, including more autonomy over their own budgets. This would assist with such things as recruiting faculty, or allocating new research funds.

The accountability debate generated a variety of responses. Some felt that in keeping with the times, institutions should practice capital planning to help them identify revenue sources, and determine what they want to achieve through public and private partnerships. A few recommended linking operational grants to the number of graduates. Others suggested that since salaries are the biggest cost in the post-secondary system, there should be more evaluation of faculty and staff performance. People also felt sharing educational resources across programs, as the LPN and BN programs have done, leads to effective spending and is highly accountable. Finding other uses for institutional facilities during "down time" was also suggested as part of financial responsibility. Almost all agreed public reporting, which includes audited financial statements, is essential for accountability.

Many were concerned about specific accountability to students. Helping students make the right career choices, based on accurate information, and providing them with the supports necessary to achieve are hallmarks of an accountable system.

Some raised the issue of governance as a factor in accountability. There were concerns that our bicameral system is not conducive to transparency. Others questioned how appointments are made, and felt governors should be more representative of stakeholder groups. All governing bodies should be required to hold Annual General Meetings.

Overall, though, people were concerned that standards be protected. Many felt the province has an obligation to ensure quality programming at both public and private institutions, and that any information in this regard should be shared with students and the public. Programs must meet the principles of quality, affordability, and accessibility.

Finally, a public post-secondary system must be accountable for its role in helping the province achieve its economic and social goals. For this, government's economic development plans must be clearly defined and communicated to the system, and the system must respond by linking its strategic plans to these wider objectives.

GIVEN THE INVESTMENT OF RESEARCH DOLLARS IN THE PROVINCE, WHAT ROLE SHOULD THE PUBLIC POST-SECONDARY SYSTEM PLAY TO BETTER LINK RESEARCH FUNDING TO THE ECONOMIC DEVELOPMENT OF THE PROVINCE?

The provincial government should play a major role in linking research dollars to economic development. The post-secondary institutions can assist by bringing industry and academics together. While the research of "discovery", the traditional research of universities, does not always have a practical application, there are increasingly opportunities to link research to development, and to facilitate cooperation among the players. The important thing is to enshrine this role in the system perhaps by using a model like the Canadian Centre for Fisheries Innovation (CCFI), an industry-based organization whose purpose is to bring the expertise of the University to industry. One proof of its success is the support it enjoys from industry. Also, the results from research and development get back to the classroom and enhance teaching.

Some participants also emphasized the need for a better correlation between research and community needs. Communities often resent researchers who require considerable upfront investment of their time and advice, but "give nothing back". Some participants also felt researchers should spend more time finding out what communities want to know, the expectations they have of research initiatives. This could be achieved by fostering relationships with Chambers of Commerce, or Regional Economic Development Boards. Aboriginal groups have special needs which should inform research protocols and results which will be relevant to their unique culture. Memorial University's newly established Harris Centre can facilitate these linkages. A "clearinghouse" to inform who's working on what, or even for groups to register their research needs, might be helpful. Seasoned researchers could also do a better job of using expertise in the community, and helping build research capacity; the relationship could prove beneficial to both parties.

There is a need for public post-secondary institutions to have a role in various provincial strategies. Marine Institute, for example, could provide direction regarding marine priorities for this province. Grenfell's Division of Fine Arts, which has developed programs for the expanding performing arts industry, could contribute to the province's cultural strategy. The Faculty of Business Administration could further help small businesses, which make up 80% of all business here, with marketing and managing. College of the North Atlantic, with its expertise in Qatar, could assist the province with brokering educational products and services to international markets. Its active participation on Construction Sector Councils could help with such things as preparing apprentices or applying research to meet industry needs.

Greater cooperation, perhaps through formal agreements, between and within institutions, will assist with linking research to economic development. Each sector has its specialities

and skills. We must work at understanding the strengths and roles of each, and their relationship to each other. This will allow us to promote the province as a major force in research, and give us that competitive edge which will help us compete on the world stage. College of the North Atlantic's College Research and Innovation Network is a step in this direction.

Some expressed concern that the dissemination of research information (perhaps due to a cumbersome approval process within the post-secondary system) is too slow to permit the quick response necessary to stimulate economic development. Participants involved in health care pointed out that having their practitioners aware of new research, equipment, and best practices has an impact on the health of our population, and is a prime example of the importance of using current research to inform practice. Also, results are not always user-friendly. Some felt we have plenty of research results in Newfoundland and Labrador, and that what we need is support to implement what that research tells us. As one participant said, "We are a province of thinkers, not implementers."

A recurring theme throughout the consultations was the need to link research to the province's economic agenda through the development of what some called a Provincial Innovation Strategy. Such a strategy could help develop expertise in the new economy areas of tourism or aquaculture, foster research to build on our traditional industries, such as secondary processing in the fishery, address the issue of the commercialization of research ("getting the product to market"), and set clear goals to support community development.

Many felt that if we are to succeed in creating a culture of research and economic development, we must begin now to educate the next generation about the concept, and the importance of creating opportunities. We must teach them to view research as problem-solving. The Griffiths' frame for guitars is a good example of innovation to meet a need. The Regional Economic Development and Schools (REDAS) project allows teacher interns to link with Regional Economic Development Boards to design learning modules to help youth become aware of work opportunities in their own regions or communities.

Finally, participants noted that the research industry itself is one that brings significant benefits to the Newfoundland and Labrador economy. In 2002-03, the total value of research and development in this province in higher education alone was $94.3 million. Research money pays for faculty release time, research assistants, and student exchanges. There are spin-offs too. Many think a northern research centre in North West River, for example, could earn revenue by hosting learning vacations on northern geography or traditional skills.

HOW CAN THE PUBLIC POST-SECONDARY INSTITUTIONS MARKET THEIR PROGRAMS AND SERVICES AND THEIR RESEARCH CAPABILITY TO ATTRACT INVESTMENT AND GENERATE ECONOMIC DEVELOPMENT?

Successful marketing begins with a high quality product. Institutions must first identify their particular strengths, and then tell people about them. This requires focus, energy, and profile.

Institutions must be active players in the scene, and accept that building a reputation takes time. Ongoing liaison with industry and community groups to identify needs and opportunities is part of the process. Affiliation with professional associations is also an asset. Once that first contract is secured, it is crucial to maintain quality, and adapt to meet the client's needs.

There are some excellent examples of good marketing in Newfoundland and Labrador. College of the North Atlantic, for example, is well known for its work in Qatar, but its distance Learning Services have also been exported to Vietnam and India. Marine Institute has valuable contracts with The Department of National Defence and with the White Rose development. The School of Nursing along with Memorial University's Division of Distance Education and Learning Technologies is marketing its BN Post-RN Program to the United States, a sophisticated and tough market. All these speak to the quality of our products and the hard work of those securing the contracts. Competition, however, is increasing, and we need to invest more in these efforts if we are to continue to reap the benefits.

Post-secondary institutions could be greatly assisted by an enhanced provincial Research and Development Fund to build research capacity, attract investments (many of which require matching funding), foster cooperation through the development of research clusters and specialization, and assist with marketing. Inroads into new markets will open up a host of other opportunities which can help grow all sectors of the province's economy. Returns may not be immediate but they are valuable.

The Province also has a larger role to play in making Newfoundland and Labrador a destination of choice for investors and students. It could assist with showcasing our attractions, sponsoring awards and festivals, and supporting conferences and networking opportunities. It could facilitate "value added" activities like eco-tourism which build on our attractions. It could assist with identifying and targeting specific audiences. The Department of Education could assist with international marketing by setting the stage. Our post-secondary products should be part of the tool kit when the Province is prospecting for investments. We must tell our stories, and sell ourselves to our own people as well as abroad. As one participant said, "The Province needs to create a brand, and the institutions need to position themselves in it."

As a corollary of this, our institutions must do a better job at selling to each other. We must cooperate to market our strengths collectively. Partnerships with industry and community groups should be encouraged. Tapping each other's strengths will broaden the opportunities available, and make a more attractive product.

Enhancing our in-house marketing expertise, using our graduate students in our marketing campaigns, and highlighting different regions' strengths will emphasize our diversity, increase our advantage, and help generate regional economic development.

Our current demographics make international recruitment of students a necessity, and international students bring other benefits such as spending power and cultural diversity. Our International Student Recruitment Strategy should be strengthened and the model applied more actively in the regions. International students should be supported to stay in the regions by the provision of English as a Second Language (ESL) programming.

Better labour market information and identification of future needs will give institutions the lead time needed to respond to changing demands. Our post-secondary system needs to be fast, flexible, and affordable in responding to market needs.

Finally, we must continue to market to our own population. Seniors, for example, are a growing market. Our own government could be a major client of institutional services. Career development in schools must educate students and their parents about choices and paths available - right here!

C. THE IMPACTS OF POPULATION CHANGE

HOW CAN THE PUBLIC POST-SECONDARY SYSTEM RESPOND BETTER TO THE NEEDS OF INDIVIDUALS WHO EXPERIENCE BARRIERS TO PARTICIPATION IN THE PUBLIC POST-SECONDARY SYSTEM?

Barriers are of different types. Some people have personal challenges, others cannot afford to attend post-secondary education, still others are not prepared academically, and some come from backgrounds where education is not valued or pursued. It is difficult for government and post-secondary institutions to address all these issues, but some clear strategies present themselves.

First and foremost, participants felt we should address the low levels of literacy in our province. Literacy programs and Adult Basic Education (ABE) Level 1 are now chiefly delivered by non-profit community-based groups, and many felt these programs should be more widely and consistently available. People felt it is worth the investment in time and effort if this province is to succeed socially and economically.

For those with learning disabilities and special needs, it is important that the post-secondary system respond as best it can with the necessary supports. Many noted that supports available to such learners in the K-12 system often do not follow the student to the post-secondary level. Also, many faculty lack training in how to teach these students. Awareness of a student's needs, and measures to address them, are crucial to continued success, and should accompany the student through the system. Actions could include everything from physical access, which is basic, to permitting mentally challenged individuals prompt access to education in their stable states.

Some groups of learners need special strategies to access learning opportunities. Mature students with jobs and families to support may need flexible hours, financial assistance, and child care. This is especially true for single parents. Workers need opportunities to upgrade to stay current. Many felt employers could play a role in supporting this kind of education, since an educated workforce is ultimately to their benefit. Programs like Bridging the Gap, a project of the Random North Development Association, combine training in skills required by expanding companies with adult basic education, allowing people to both upgrade and prepare for work at the same time. Distance learning opportunities may offer the flexibility these groups require, and could also address the very real barrier of geography in Newfoundland and Labrador.

Women, aboriginal groups, and newcomers are also special needs groups. Programs should facilitate their entry into all areas of study, especially those which have not been traditionally accessible. The Integrated Nursing Access Program developed by College of the North Atlantic at the request of the Labrador Inuit Association is a good example of a truly collaborative effort on the part of post-secondary institutions and community groups to adapt to the educational needs and strengths of a particular group, while at the same time responding quickly to the needs of coastal Labrador. International students would benefit from formal recognition of post-secondary education received elsewhere, and credit for experiential learning in general would value the contribution life makes to education. Gender and culture sensitivity training should also be provided to create an atmosphere conducive to learning.

An issue raised by many groups was that of the virtual disappearance of the rural male from post-secondary university education. This group in particular, many felt, needs to be singled out for special consideration. Memorial University's new entrants are about sixty per cent female. Marine Institute in particular will be hard hit by this changing demographic since the rural male is its traditional recruitment pool. Again, enhanced career counselling with this group as a target may help, but some suggested we must also do a better job at promoting programs which speak to their interests, such as small boat building, an industry which employs seven hundred and fifty people in this province. Others suggested we should not worry about training them to go away. Many educated people return, and those who don't will at least be making good lives for themselves.

By and large, people felt removing barriers requires a system response. The K-12 system must do a better job of preparing children to be lifelong learners, and to understand the connection between education and employment. This requires tremendous effort to seriously offer career information (to both students and their parents) and career preparation (through such things as job shadowing, cooperative workplace placements, credits for developing career plans) in the K-12 system. The Access for Success strategy for students at the College of the North Atlantic helps them make the right choices early by requiring them to develop career inventories and access clinical placements early in training. These efforts need to be supplemented by greater collaboration between the secondary and post-secondary systems, and ease of movement among post-secondary institutions through such things as better

articulation of programs, laddering, and transfer of credits, all with the purpose of providing the learner with clear pathways to access and progress in post-secondary education, and lifelong learning.

The College-University Transfer Year is helpful in making post-secondary education accessible for many who might not otherwise view it as a possibility. It can accommodate those who graduate high school with averages between 60 and 70%, lower than that required for post-secondary admission. There is a demand for greater availability of the Transfer Year and even expansion into the second year. Some participants expressed concern about the group of high school students who graduate with averages between 50 and 60%. Currently, without bridging programs, such as the Comprehensive Arts and Science Program being developed by College of the North Atlantic, these students have nowhere to go, either forward or back.

Student services aimed at retention, and academic advisors for first year students are also important. We could expand on this notion by awarding tuition vouchers to mentors, perhaps from the student's own community, who would help with adjustment. Concern was also expressed that long wait lists discourage young people who then leave the province and settle elsewhere. Then there are those who decades later want to pursue the education they missed. These are a determined group, and one the system should court, but they often need special supports to achieve their dreams.

Some felt we should also invest more resources in schools and in communities to identify problems earlier and intervene. We need to research what the barriers to participation are, with an end goal of having every child who leaves school considering some sort of post-secondary education. There was concern that there is a "cultural divide" between post-secondary institutions and average Newfoundlanders and Labradorians - they simply don't see post-secondary education as being "for them". Some noted that the relatively high level of poverty in our society has to be addressed. Breaking the cycle will open opportunities. Barriers change, just as students and their needs change. The modern post-secondary institution must be both aware of its cultural context, and able to respond quickly.

Lack of up to date equipment and technology at our post-secondary institutions is a barrier to attracting students, and to providing them with the quality education they want and need. Many felt the time for an injection of money into infrastructure and equipment is long overdue. Others pointed to the need for broadband services province-wide to deliver quality distance education. We must also ensure widespread community access to technology for those who cannot afford it.

Financial barriers for students can be addressed through grants, loans, and debt reduction programs. To ensure assistance is geared to need, we might consider more needs-based grants. Not taking parents' income into account when approving loans may assist with accessibility for some young students whose parents are unwilling or unable to pay for their education. Some thought loans should also be available to part time students. In the short

term, more efficient processing of loan applications would be helpful. Overall, participants noted there is a cost to education which many should bear. We have to do a better job convincing especially our young people that the cost is worth it.

HOW CAN PUBLIC POST-SECONDARY INSTITUTIONS HELP PROMOTE A CULTURE OF LIFELONG LEARNING?

Before we promote lifelong learning we must create a culture which values it. To support this, we must change society's attitudes about formal education, and formal education's attitude about learning. Institutions must find ways to value and build on the learning people have, and to consider everyone as a learner if not a potential student. People must believe that the post-secondary system can assist with their learning needs by providing experiences that are useful and relevant to their lives. As one participant said, "Education is about living."

To foster this type of society, we must start talking about education. We need to promote it. A media campaign about education of all kinds showing, for example, the enjoyment of older people returning to school, or a young student achieving a dream, or the pride of someone learning to read, would send a powerful message. One participant suggested that institutions themselves must do a better job at reaching out to people - get into their mailboxes, show what's offered, and, many suggested, find out what the community expects of them.

As well as encouraging the mind-set that values education, our social and education systems must then back up these notions with practical supports in regard to access, flexibility, and assistance. As one participant from College of the North Atlantic noted, since lifelong learning is about flow, connectivity, laddering, and transferability, it is important that our post-secondary system shows evidence of these. Post-secondary institutions must create pathways for students to progress through the system, and to build on their achievements. Encouraging students to have learning plans with milestones, and designing a sequence of programs to encourage further learning are recommended. The system must also provide the necessary supports to encourage student retention and development, and be flexible enough to adapt to student needs. Some practical suggestions include online courses, better scheduling (weekends and evenings), transferability of credits, mentoring, accommodation of different learning styles, and recognition of prior learning experience.

The system also needs to "increase the interfaces" between the system and the community. Some provinces have a "Passport to Education" which allows students to earn stamps for tuition vouchers, and British Columbia offers a passport for hours of volunteer work. Other strategies might include permitting the public to audit courses, offering low tuition for alumni or seniors, marketing learning vacations, tapping the wealth of knowledge and experience of retirees, offering peer tutoring in a classroom setting, partnering with volunteers, or establishing funds for communities to bring in guest lecturers. Educating the public about using technologies, and making them available, will help, as will encouraging partnerships

between educational institutions and community groups to make programs available to a range of people, use existing spaces, and generally foster community ownership of education.

Lifelong learning is also of concern to the workforce. Many workers can expect to change jobs frequently, and others will need to upgrade skills to stay employable. All professionals and workers need to upgrade and refresh in order to keep up with current practices and provide the best possible services. Employers can facilitate continuing education by sponsoring upgrading, or allowing workers flexible schedules to accommodate learning activities. Government, as a major employer in this province, could lead by example. Professional associations or unions can assist with identifying learning requirements, and liaising with post-secondary institutions to meet worker needs.

Continued professional development for faculty and teachers contributes to lifelong learning by helping them identify continuing learning needs, provide good modelling for students, and motivate staff. Those responsible for apprenticeship training recommended improved opportunities for post journeyperson training through better links with industry and the federal Department of Human Resources and Skills Development Canada. Medical professionals suggested that short term, flexible courses for physicians to build skill sets in other disciplines within medicine would be beneficial, especially for those in rural areas. In nursing, as with many female-dominated professions, re-entry courses are an important part of lifelong learning.

All agreed that getting people excited about new developments and their own potential is energizing for the workforce. If post-secondary institutions can maintain links with workers, and provide them with rewarding experiences, they will forge a lifelong attachments.

Finally, participants recommended that to become a society of learners we need to focus on two key things: we must start early to foster a love of learning; and we must invest in literacy development. Educated parents communicate the importance of education to their children. We need to start new cycles by investing resources in young children and their parents so that learning will become "second nature" to the next generation. The school system must reinforce the lifelong nature of learning at every opportunity, and offer good information and career counselling to help students identify the learning pathways right for them. Meanwhile, we must do everything possible to develop a literate society.

Investing in lifelong learning will improve the health, well-being, economic prospects and resilience of our population, benefits that will carry on from one generation to another. It will help define who we are as a people.

HOW CAN THE PUBLIC POST-SECONDARY INSTITUTIONS BETTER POSITION THEMSELVES NATIONALLY AND GLOBALLY TO SUPPORT THE SOCIAL AND ECONOMIC DEVELOPMENT OF THE PROVINCE?

To position ourselves in the national and international markets, we have to be good. We must offer widely accredited programs, attract and retain highly qualified faculty, and uphold global standards of quality in research, product development, and product delivery. Our reputation should precede us - and will always follow us.

To become and stay excellent, we need to invest in facilities and professional development. We need to attract research funding. We need to build partnerships with industry and communities. We need to cooperate among ourselves to sell a unified product to the world. We need to plan for faculty replacement, and develop strategies to attract and retain the best teachers and researchers. We must create more opportunities for faculty, staff, and students to participate in international exchanges, and connect with international associations.

In addition to striving for quality, we must also invest time, money, and human resources in promoting our products and institutions. The Government of Newfoundland and Labrador can provide a much needed backdrop for marketing education by promoting the province as a whole, its lifestyle and attractions. It can also facilitate cooperation among institutions to identify our strengths and specialities (offshore oil, marine industries, telemedicine, rural and remote locations, music), and develop a cohesive plan to market them to the world. Again, post-secondary institutions need to know their place in a larger economic development plan. Government can identify opportunities, facilitate linkages, and showcase our educational programs, products, services, and facilities (such as the world's largest flume tank) as part of our unique "brand". It can build on College of the North Atlantic's presence in Qatar, or Memorial University's at Harlow to nuture relationships and lever different opportunities. Some suggested an office, a presence, in targeted countries would be helpful.

The Province can also assist with developing a provincial strategy for international student recruitment. The comprehensiveness of our post-secondary system and the range and diversity of programs are assets in this regard, and any recruitment strategy should emphasize these, while at the same time noting our specialities, and highlighting the particular strengths and attractions of different regions of the province, such as Memorial's Fine Arts program at Grenfell, or College of the North Atlantic's Distributed Learning Service at Clarenville. Labrador is still a well-kept secret, and as such an untapped resource - opportunities in aboriginal education or in adventure tourism alone here have tremendous potential.

To continue to grow, we must always look to the future. We must maintain the quality and relevance of our programs, and practice succession planning to recruit and retain quality faculty. We must "grow our own" by continuing to offer an increasing range of programs and higher level training. We must undertake research with communities in mind (e.g. developing wind power in Bonavista). Our planning should anticipate future needs, and

identify the skill sets required for new economic growth. A good academic environment and a strong post-secondary system that is known for quality, and has a presence on the world stage, will open up new opportunities for Newfoundlanders and Labradorians both at home and away, and will attract new people, ideas, and investments which will contribute to our social and economic growth and prosperity.

APPENDIX A - SCHEDULE OF CONSULTATIONS AND PARTICIPANTS

Participant	Title
MARINE INSTITUTE CONSULTATION MAIN BOARDROOM, MARINE INSTITUTE AUGUST 11, 2004	
Leslie O'Reilly	Executive Director, Marine Institute
Cathy Dutton	Head, School of Maritime Studies, Marine Institute
David Bonnell	Head, School of Fisheries, Marine Institute
Peter Fisher	Head, Division of Degree Studies and Research, Marine Institute
Tony Patterson	Director, Centre for Marine Simulation, Marine Institute
Kevin Clarke	Director, Corporate Services and External Affairs, Marine Institute
Michael Collins	Associate Vice-President (Academic), MUN
CORMACK GRENFELL SSPSC CONSULTATION INTRD BOARDROOM, MILLBROOK MALL AUGUST 26, 2004	
June Alteen	Steering Committee Chairperson
John Budgell	Steering Committee Vice Chair, and CEO Grenfell Regional Health Services
Barb Case	Regional Partnership Manager, Rural Secretariat
Perry Bingle	Executive Director, Humber Economic Development Board
Brent Howell	Associate District Administrator, College of the North Atlantic
Rita Malone	Assistant Deputy Minister, Regional Development, INTRD
Tony Duhart	Acting Asst. Director, HRSDC
Susan Gillam	CEO, Health and Community Services Western
Rob Kenny	Vice President - Human Resources, Western Health Care Corp.
Joanne Kendrick	HR Researcher, Cormack Grenfell Steering Committee
Doris Hancock	Regional Planner, Cormack Grenfell Steering Committee
Cheryl Penney	Regional Career Information Resource Office, HRLE

Bill Lundrigan	Executive Director, Greater, Corner Brook Board of Trade
Priscilla Boutcher	Mayor of Corner Brook
Connie Boland	HR/Communications, Rural Secretariat, Humber Economic Development Board
SIR WILFRED GRENFELL CAMPUS AUGUST 27, 2004	
John Ashton	Principal, Sir Wilfred Grenfell College
Wade Bowers	Associate Vice-Principal (Research)
Holly Pike	Interim Vice-Principal
Dennis Waterman	Director of Administration and Finance
Olaf Janzen	Head, Division of Arts
Lois Bateman	Head, Division of Science
Ken Livingstone	Head, Division of Fine Arts
Jim Duffy	Head, Division of Social Science
Jo-Anne Philpott	Manager, Community Education and College Relations
Mary Sparkes	Manager, Student Affairs and Services
Sharon Noftall-Bennett	College Registrar
Golda Thomas	Secretary to the Principal
NEWFOUNDLAND AND LABRADOR ASSOCIATION OF CAREER COLLEGES THE CARPENTERS AND MILLWRIGHTS COLLEGE, PARADISE SEPTEMBER 8, 2004	
John Pitcher	Secretary/Treasurer, NLACC
Brenda Steele	Representative for the National Association of Career Colleges
Bernice Walker	Central Newfoundland Director, NLACC
James Loder	Representing Mike Barrett, Western Newfoundland Director, NLACC
George Saunders	Program Consultant for Corona College
Calvin Burton	Director, NLACC

PROVINCIAL APPRENTICESHIP AND CERTIFICATION BOARD CONSULTATION CONFERENCE ROOM A, WEST BLOCK, CONFEDERATION BUILDING SEPTEMBER 13, 2004	
Barry Roberts	Chair, PACB
Wayne Oakley	Director of Institutional and Industrial Education, Department of Education, PACB
Jack Stanley	Retired, PACB
Janette Foley	Education Co-ordinator Women in Resource Development, PACB
Larry Slaney	Training Co-ordinator, United Association Training Centre, PACB
Alphonsus Jesso	Training Supervisor, North Atlantic Refining, PACB
Arthur Leung	Manager of Industrial Training, Department of Education
Madonna Nolan	Executive Secretary Department of Education
CENTRAL STRATEGIC SOCIAL PLAN STEERING COMMITTEE CONSULTATION THE ALBATROSS HOTEL, GANDER SEPTEMBER 15, 2004	
Heather Hillier	Regional Planner, Central SSP Steering Committee
Cynthia Kelly	Program Coordinator, Community Youth Network, Harbour Breton
Geoff Kelly	Campus Administrator, Grand Falls-Windsor Campus, College of the North Atlantic
Karen McGrath	Chief Executive Officer, Health & Community Services - Central
Linda Brett	Executive Director, Emerald Zone Corporation, Springdale
Steward May	Board Trustee, Coast of Bays Corporation, St. Alban's
Gordon Bailey	Regional Manager, Newfoundland and Labrador Housing Corporation, Grand Falls-Windsor
Clyde Bonnell	Manager, Human Resources and Skills Development Canada Grand Falls-Windsor
Graham King	Board Trustee, Exploits Valley Economic Development Corp
Stanley Sparkes	Board Trustee, College of the North Atlantic
Carson Saunders	Regional Director, Human Resources, Labour and Employment

Charlie Mccormack	Assistant Director of Programs, Nova Central School District
Trudy Stuckless	Assistant Executive Director of Client Services, Central West Health Care Corporation
NORTHEAST AVALON SSPSC CONSULTATION CAPITAL COAST BOARDROOM, 33 PIPPY PLACE SEPTEMBER 16, 2004	
Gail Gosse	Chair, Steering Committee, and Campus Administrator, CNA
Ann Marie Vaughan	Steering Committee Member, and Director, Distance Education and Learning Technologies, MUN
Christine Snow	Steering Committee Member and Executive Director, Capital Coast Development Alliance
Gillian Janes	Regional Planner, Strategic Social Plan, Northeast Avalon Region
Lynnette West	Researcher, Strategic Social Plan, Northeast Avalon Region
REGIONAL ECONOMIC DEVELOPMENT BOARD CENTRAL CAUCUS MOTEL MORTIER, MARYSTOWN SEPTEMBER 18, 2004	
Paul Pike	Chairperson, Schooner Regional Development Corporation
Jeff Green	Executive Director, Discovery Regional Development Board
Paul Stride	Executive Director, Kittiwake Economic Development Corporation
Roger Hewitt	Treasurer, Kittiwake Economic Development Corporation
Dave Curran	Executive Director, Exploits Valley Economic Development Corp.
Gerald Thompson	Chairperson, Exploits Valley Economic Development Corporation
Tracey Perry	Executive Director, Coast of Bays Corporation
Don Stewart	Chairperson, Coast of Bays Corporation
Linda Brett	Executive Director, Emerald Zone Corporation
Keith Pollard	Chairperson, Emerald Zone Corporation
Carson Littlejohn	Manager, Human Resources and Skills Development Canada
Jody Brushett	Development Officer, Atlantic Canada Opportunities Agency
Joe Kelly	Economic Development Officer, Schooner Regional Development Corporation

COLLEGE OF THE NORTH ATLANTIC CONSULTATION STEPHENVILLE HEADQUARTERS SEPTEMBER 21, 2004	
Pam Walsh	President, CNA
Marian Andrews	Associate Director, Academic
Kevin Baker	General Counsel
Corinne Dunne	Director, Development & College Advancement, Prince Philip Drive Campus
Colin Forward	Campus Administrator, Baie Verte Campus
Theresa Pittman	White Paper CNA Team, Clarenville Campus
Steve Quinton	Campus Administrator, Prince Philip Drive Campus
Bob Rideout	Director of Administration, CNA HQ, Stephenville
Brian Tobin	Director of Academic & Student Services CNA HQ, Stephenville
Richard Vivian	Associate Director of Administration (Finance), CNA HQ, Stephenville
NURSING GROUP CONSULTATION HEALTH SCIENCES CENTRE (SCHOOL OF NURSING), ROOM H3454 SEPTEMBER 22, 2004	
Sandra LeFort	Director, School of Nursing, MUN
Joan Rowsell	Director, Centre for Nursing Studies
Linda Norman-Robbins	Director, School of Nursing, Western Health Care Corporation
George Tilley	CEO, Health Care Corporation of St. John's
H.E.A. (Eddy) Campbell	Vice-President (Academic), MUN
Jeanette Andrews	Executive Director, Association of Registered Nurses
Colleen Kelly	Nursing Education Consultant, Association of Registered Nurses
Regina Coady	Director of Planning and Evaluation, Department of Health and Community Services
PORT AUX BASQUES DAWN CONSULTATION ST. CHRISTOPHER'S HOTEL SEPTEMBER 24, 2004	
Zone 10 Brendan Doyle	Chairperson, Marine and Mountain Zone Corporation
Gerard Merrigan	Executive Director, Marine and Mountain Zone Corporation

Ted Janes	Secretary, Marine and Mountain Zone Corporation, and Campus Administrator, College of the North Atlantic
Debbie Munden	Development Officer, Marine and Mountain Zone Corporation
Jamie Warren	Development Officer, Marine and Mountain Zone Corporation
Steffan Croucher	Development Officer, Marine and Mountain Zone Corporation
Doreen Hardy	Executive Assistant, Marine and Mountain Zone Corporation
Zone 9 Donna Callahan	Director, Long Range Regional Economic Development Board
Dianna Messervey	Director, Long Range Regional Economic Development Board
John MacPherson	Executive Director, Long Range Regional Economic Development Board
Roger Hulan	Development Officer, Long Range Regional Economic Development Board
Fred Pottle	Director, Long Range Regional Economic Development Board
Zone 8 Brent Howell	Vice-Chair, Humber Economic Development Board Inc., and Campus Administrator, College of the North Atlantic
Perry Bingle	Executive Director, Humber Economic Development Board Inc.
Daphne Meade	Executive Assistant, Humber Economic Development Board Inc.
Zone 7 Colleen Kennedy	Chairperson, Red Ochre Regional Board Inc.
Sean St. George	Executive Director, Red Ochre Regional Board Inc.
Zone 6 Cyril Taylor	Chairperson, Nordic Economic Development Corporation
Boyd Noel	Vice-Chair, Nordic Economic Development Corporation
Travis Gillard	Executive Director, Nordic Economic Development Corporation
AVALON STRATEGIC SOCIAL PLAN STEERING COMMITTEE CONSULTATION THE KLONDYKE HOTEL, BAY ROBERTS SEPTEMBER 28, 2004	
George Parsons	Executive Director, Mariner Resource Opportunities Network, Carbonear
Calvin Manning	Executive Director, Avalon Gateway Regional Economic Development Inc., Dunville
Des Linehan	Chair, SSP Steering Committee, Health and Community Services Board - Eastern Region, Southeast Placentia

Judy O'Keefe	SSP Steering Committee Director, and Assistant CEO, Health and Community Services Board - Eastern Region, Whitbourne
Darrell Clarke	Campus Administrator, College of the North Atlantic
Bob Wheadon	SSP Steering Committee Director, and District Manager, Human Resources , Labour and Employment, Carbonear
Betty Moore	Mayor, Clarke's Beach and Representative, Newfoundland and Labrador Federation of Municipalities
Jamilee Fitzpatrick	Regional Planner - Avalon Region, Rural Secretariat - Strategic Social Plan, Dunville, Placentia
Elizabeth Collins	Administrative Assistant - Avalon Region Rural Secretariat - Strategic Social Plan, Dunville, Placentia

ACADEMIC BODY, COLLEGE OF THE NORTH ATLANTIC CONSULTATION
ROOM 207, CORNER BROOK CAMPUS, COLLEGE OF THE NORTH ATLANTIC
SEPTEMBER 30, 2004

Marian Andrews	Associate Director, Academic
Greg Chaytor	Dean of Engineering Technology and Industrial Trades
Blake Cryderman	Chair of Community, Corporate and International
Brent Howell	Campus Administrator and Dean of Tourism and Natural Resources
John King	Chair of DLS and Learning Technologies
Irene O'Brien	Dean of Health Sciences
Brenda Tobin	Dean of Academics and Applied Arts
Brian Tobin	Director of Academic and Student Services
Linda White	Dean of Business and Information Technology
Marilyn Coles-Hayley	Campus Administrator, Bonavista
Colin Forward	Campus Administrator, Baie Verte
Steve Quinton	Campus Administrator, Corner Brook
Winnie Montague	Campus Administrator, Happy Valley-Goose Bay

CANADIAN FEDERATION OF STUDENTS CONSULTATION
HOTEL ST. JOHN'S, OCTOBER 2, 2004

About 25 students representing all post-secondary students and student unions in the province were in attendance. Individual names were not taken.

DEAN OF MEDICINE GROUP CONSULTATION GENESIS BOARDROOM, ROOM 4006, SPENCER HALL, QUEEN'S COLLEGE OCTOBER 5, 2004	
James Rourke	Dean, Faculty of Medicine
Sharon Peters	Vice-Dean, Faculty of Medicine
Penny Moody-Corbett	Assistant Dean for Research and Graduate Studies
Mary Wells	Assistant Dean for Undergraduate Medical Education
Bob Williams	Vice President, Medical Services, HCCSJ
Ed Hunt	Medical Consultant, Department of Health and Community Services
George Tilley	CEO, Health Care Corporation of St. John's
EASTERN STRATEGIC SOCIAL PLAN STEERING COMMITTEE CONSULTATION ITRD BOARDROOM, CLARENVILLE OCTOBER 6, 2004	
Gwen Hiscock	Coordinator, Discovery Women's Network
Michael Graham	Campus Administrator, College of the North Atlantic
Sheila Keating	District Manager, Human Resources, Labour, and Employment
George Clements	Community Representative, Bonavista
Denis Sullivan	Acting Regional Director, Department of Innovation, Trade and Rural Development
Greg Dominaux	Executive Director, Schooner Regional Development Corporation
Lisa Browne	Director of Communications and Strategic Planning, Peninsulas Health Care Corporation
Marilyn Coles-Hayley	District Administrator, College of the North Atlantic
Colin Holloway	Regional Planner, Rural Secretariat
Jeff Green	Executive Director, Discovery Regional Development Board
Roy Bennett	Avalon West School Board Representative
Albert Trask	Assistant CEO, Rural Schools, Eastern Board

ALLIED HEALTH PROFESSIONALS CONSULTATION BOARDROOM, COUNCIL OF LICENSED PRACTICAL NURSES OCTOBER 7, 2004	
Joan Rowsell	Director, Centre for Nursing Studies
Paul Fisher	Executive Director, Council for Licenced Practical Nurses
Irene O'Brien	Dean, Health Sciences Programs, College of North Atlantic
Dennis Davis	Director, Emergency Health Services, Department of Health and Community Services
Susan Pereira	Director, Organizational Development, Health Care Corporation of St. John's
Janice O'Neill	LPN Practice Consultant, Council for Licensed Practical Nurses
Wanda Wadman	Board Member, Council for Licensed Practical Nurses
Regina Coady	Director of Planning and Evaluation, Department of Health and Community Services
REDB LABRADOR CAUCUS CONSULTATION HOSPITALITY ROOM, COLLEGE OF THE NORTH ATLANTIC CAMPUS HAPPY VALLEY-GOOSE BAY OCTOBER 12, 2004	
In Happy Valley - Goose Bay Carol Best	Executive Director, Central Labrador Economic Development Board Inc.
Tim Borlase	Director, Labrador Institute
Leander Baikie	Economic Development Officer, Central Labrador Economic Development Board, Inc.
Monica Hunter	Native and Northern Program, Memorial University
Cecilia Wade	Business Development Officer, College of the North Atlantic
In West St. Modeste Barbara Marshall	Literacy Worker, Post-Secondary Student
In Forteau Jamie Pye	Smart Labrador, Volunteer
Bruce Moores	Project Development Officer, Business Retention and Expansion Program, Labrador Straits Development Corporation
Sonya Belbin	Executive Director, Labrador Straits Development Corporation

Denise Flynn	Labrador Straits Development Corporation
Laurence Normore	Labrador Straits Development Corporation
LABRADOR SSPSC CONSULTATION BOARDROOM, COLLEGE OF THE NORTH ATLANTIC CAMPUS HAPPY VALLEY-GOOSE BAY OCTOBER 13, 2004	
Jamie Snook	Representative, Combined Councils of Labrador
Bob Simms	Campus Administrator, College of the North Atlantic
Alicia Sutton	Regional Planner, Labrador SSP Steering Committee
Tim Borlase	Director, Labrador Institute
Michelle Watkins	Senior Analyst, Labrador and Aboriginal Affairs
MEMORIAL UNIVERSITY SENIOR EXECUTIVE CONSULTATION JUNIOR COMMON ROOM, MEMORIAL UNIVERSITY, ST. JOHN'S OCTOBER 18, 2004	
Axel Meisen	President and Vice-Chancellor
H.E.A. (Eddy) Campbell	Vice-President (Academic)
Chris Loomis	Vice-President (Research)
Kent Decker	Vice-President (Administration and Finance)
Lilly Walker	Dean, Student Affairs and Services
Michael Collins	Associate Vice-President (Academic)
Victoria Collins	Director, University Relations
Peter Morris	Associate Director, University Relations
Margot Brown	Executive Director, Office of the President
MEMORIAL UNIVERSITY SENATE AD HOC COMMITTEE CONSULTATION ROOM EN4002, MEMORIAL UNIVERSITY OCTOBER 19, 2004	
Steven Wolinetz (Chair)	Professor, Department of Political Science
Paul Chancey	Director, Centre for Institutional Analysis and Planning
Glenn Collins	Secretary of Senate

Cletus Flaherty	Memorial University of Newfoundland Students' Union
Ray Gosine	Dean, Faculty of Engineering
Peter Scott	Professor, Department of Biology
Donna Walsh	Professor, Department of English
Resource Personnel Keith Matthews	 Centre for Institutional Analysis and Planning
Jennifer Porter	Registrar's Office

APPENDIX B - QUESTIONS FOR THE CONSULTATION PROCESS

REVIEW SCOPE

A. Existing Public Post-Secondary Structure
B. Funding of Post-Secondary Education
C. Impacts of Population Changes

A. EXISTING PUBLIC POST-SECONDARY STRUCTURE

1. (a) What do you value about the current public post-secondary system?

1. (b) What would you change to make it more effective for the social and economic growth of the province and for the employment prospects of our graduates?

2. (a) Engaging in this consultation process, Government has stated that it wants to preserve the principles of quality, accessability and affordability to guide the overall approach to delivery of public post-secondary programs and services. Are there other principles?

2. (b) In light of these principles, how should the programs and services be distributed at the local, regional and provincial level to respond to the changes in demographics and the labor market?

B. FUNDING OF POST-SECONDARY EDUCATION

1. Given that our public post-secondary system is funded largely by our tax dollars, which of the following options should government pursue in addressing the financial pressure on our institutions?
   – Operating grants
   – Tuition fees
   – Tax incentives
   – Others

2. **How can public post-secondary institutions be more accountable for quality outcomes and effective spending?**

3. **What role should the public post-secondary system play in linking research to the economic development of the province?**

4. **How can the public post-secondary institutions market their educational systems (programs and services) and their research capability to attract investment and generate economic development?**

C. IMPACTS OF POPULATION CHANGES

1. **How can the public post-secondary system better respond, today and into the future, to the needs of individuals who experience barriers in participation in the public post-secondary system?**

2. **How can public post-secondary institutions help promote a culture of lifelong learning?**

3. **How can the public post-secondary institutions better position themselves nationally and globally to support the social and economic development of the province?**

APPENDIX C - SUMMARY OF EVALUATIONS

White Paper on Public Post-Secondary Education
Consultations Feedback/Evaluation

We value your opinion. Please help us make the consultation process better by taking a few minutes to complete this form.

Consultation Location: Various locations in Newfoundland and Labrador

Date: August - October, 2004

3 Excellent
2 Good
1 Needs improvement

Descriptor	3	2	1	No rating	Total
Pre-session information	74	69	11	2	156
Clarity of consultation purpose	98	55	1	2	156
Consultation Format	105	47	3	1	156
Opportunity to participate in discussion	142	11	3		156
Location	114	38	3	1	156
Meeting Room (Temperature, Setup, etc.)	88	54	10	4	156
Time allotted for session	110	40	4	2	156
TOTAL	731	314	35	12	1092

APPENDIX D - LIST OF SUBMISSIONS

One hundred and ten submissions were received in the mail or electronically, and of those who submitted electronically, some chose to use the comment form provided on the web site. Those who chose this method were given the option of identifying their name, email, and gender. There followed two pull down lists, one to chose a region from six options, and another to select a group from ten options.

Regions were listed as follows:

Greater St. John's Area (Mount Pearl, Conception Bay South, Surrounding Area)
Remainder of Avalon Peninsula
Central Newfoundland
Western Newfoundland
Labrador
Out of Province

Groups were listed as follows:

Student
Parent/Spouse of Student
Alumni
Post-Secondary Instructor
Post-Secondary Administrator
Private Business
Organized Labour
Public Sector
Non-Profit Organization
Other

Participants were then asked, "in light of the scope of our public post-secondary education system and the issues and challenges identified in the Terms of Reference [to provide] comments and/or recommendations and your rationale for these suggestions, as they relate to:

1. the existing public post-secondary education system structure
2. the way the public post-secondary education system is funded
3. the public post-secondary education system's responsiveness to the impact of population changes
4. any other issues regarding the future public post-secondary system offered in the Province."

A complete list of submissions received follows. Where individuals responded on behalf of, or as a member of, an organization, that organization is also listed.

POST SECONDARY INSTITUTIONS

Sir Wilfred Grenfell College

Newfoundland and Labrador Association of Career Colleges

Tim Borlase, Director, Labrador Institute

Linda Nuotio-Flynn, Manager, Labrador Institute

Faculty of Arts, Memorial University

Memorial University of Newfoundland

Memorial University Board of Regents Ad Hoc Committee

Memorial University Senate Ad Hoc Committee

Newfoundland and Labrador Association for Adult Education (NLAAE)

Marine Institute

Memorial University School of Graduate Studies

College of the North Atlantic

STUDENTS

Michael Barnes, Student, Labrador

Lynn Hartery, Student, Rural Newfoundland

Anonymous, Male, Student, Western Newfoundland

Melanie Seaward, Student, Western Newfoundland

Jenn, Student, Greater St. John's Area

Brandon Pardy, Student, Out of Province

Anonymous, Male, Student, Remainder of Avalon Peninsula

Melissa Jenkins, Student, Remainder of Avalon Peninsula

Grenfell College Student Union, CFS Local 36

Canadian Federation of Students (CFS)

Memorial University of Newfoundland Graduate Students' Union

Anonymous, Female, Student, Greater St. John's Area

COLLEGE AND UNIVERSITY PERSONNEL

Ed Costello, Post-Secondary Instructor, Remainder of Avalon Peninsula

Anonymous, Post-Secondary Instructor, Remainder of Avalon Peninsula

Anonymous, Male, Post-Secondary Instructor, Western Newfoundland

Ed Downey, Post-Secondary Instructor, Labrador

Patricia Lake, Post-Secondary Instructor, Western Newfoundland

Dr. Robin Whitaker, Department of Anthropology, Memorial University

Dr. Wayne Fife, Head of Anthropology, Memorial University

Anonymous, Male, Post-Secondary Instructor, Western Newfoundland

Arlene Sedlickas, Post-Secondary Instructor, Western Newfoundland

Paul Tilley, Post-Secondary Instructor, Central Newfoundland

Lorraine Earle, Faculty Local 1404, College of the North Atlantic, Corner Brook

Colleen Morrison, Post-Secondary Instructor, College of the North Atlantic, Corner Brook

Professor Mercator, Post-Secondary Instructor, Greater St. John's Area

Dr. Gerard Curtis, Post-Secondary Instructor, Visual Arts Program, Grenfell College

Dr. Robert L. Gendron, Post-Secondary Instructor, Greater St. John's Area

Rob Cashin, Post-Secondary Instructor, Greater St. John's Area

Dr. Adrian Fowler, Post-Secondary Instructor, Sir Wilfred Grenfell College

Dr. Paul Wilson, Sir Wilfred Grenfell College

Nina Goudie, Post-Secondary Administrator, Greater St. John's Area

Randy Connors, Post-Secondary Administrator, Central Newfoundland

Dr. Barry Hicks, Post-Secondary Administrator, Remainder of Avalon Peninsula

Lois Bateman, Post-Secondary Administrator, Western Newfoundland

Brajendra Sutradhar, Post-Secondary Administrator, Parent, Greater St. John's Area

Dr. Francis Schwab, Post-Secondary Instructor, College of the North Atlantic, Labrador West

Annette Denny, Post -Secondary Administrator, Western Newfoundland

Jim Marsden, Centre for Organizational Leadership and Development, College of the North Atlantic, Stephenville Campus

HEALTH EDUCATORS

Association of Registered Nurses of Newfoundland and Labrador

Centre for Nursing Studies, Memorial University School of Nursing, and Western Regional School of Nursing

Faculty of Medicine, Memorial University

Council for Licensed Practical Nurses

Health Care Corporation of St. John's

Randy Kelloway, Director, Canadian Association of Medical Radiation Technologists

ALUMNI

Anonymous, Male, Alumni, Western Newfoundland

Anonymous, Female, Alumni, Western Newfoundland

Joan Butler, Alumni, Greater St. John's Area

Robert Sheppard, Alumni, Greater St. John's Area

Jacqueline Rose, Alumni, Greater St. John's Area

Memorial University Alumni Association Executive

Anonymous, Male, Alumni, Labrador

ORGANIZATIONS

Carol Best, Executive Director, Central Labrador Economic Development Board

Margaret Pilgrim, Executive Director, Bay St. George Chamber of Commerce

Baccalieu Trail Board of Trade, Carbonear

Stephenville Economic Development Committee

Marine and Mountain Zone Corporation, Port-aux-Basques

Gander and Area Chamber of Commerce

Discovery Zone Board, Bonavista Area Chamber of Commerce, Town of Bonavista

Nordic Economic Development Corporation, Flower's Cove

Capital Coast Development Alliance, Zone 19, Northeast Avalon

Hyron Regional Economic Development Corporation, Zone 2, Labrador

Regional Economic Development Boards, Labrador Caucus

Discovery Regional Development Board, with key stakeholders in Zone 15

Rural Secretariat, Cormack-Grenfell Region

Opportunity Argentia Regional Training Committee, Zone 18, Placentia

Linda Brett, Emerald Zone Corporation, Central Newfoundland

Centre of Envir ntal Excellence Sub-Committee of the Humber Economic Development Board

Baccalieu Trail Producers Co-operative, Remainder of Avalon Peninsula

COMMUNITIES

Town of Gander

City of Corner Brook

Mayor Ernest Simms, Town of St. Anthony

Deputy Mayor Snow, Town of Labrador City

Everett Farwell, Deputy Mayor, Burin Town Council

DISTANCE EDUCATION

John King, Chair, Distributed Learning and Learning Technologies, College of the North Atlantic, Clarenville

Distance Education and Learning Technologies (DELT), Memorial University

BUSINESS

Mary Kenney, Executive Director, Atlantic Home Building and Renovation Sector

Council/Atlantic Home Builders' Training Board

Frank Weber, Private Business, Out of Province

Steering Group of the Life Sciences Industry Adjustment Service Committee

Association of Heritage Industries (AHI)

Newfoundland and Labrador Employers' Council

I.J. LeBlond, Canadian Council of Technicians and Technologists, Out of Province

Nena Abundo, Executive Director, Newfoundland and Labrador Organization of Women Entrepreneurs

John J. Butler, Newfoundland and Labrador Hydro member, Safety Engineering Technology Program Focus Group

Newfoundland and Labrador Association of Public and Private Employees (NAPE)

Craft Council of Newfoundland and Labrador

OTHER

Anonymous, Female, Remainder of Avalon Peninsula

Donald W. McKay, Parent of Student, Greater St. John's Area

Anonymous, Male, Other, Western Newfoundland

Mina Campbell Hibbs, Labrador

Jennifer Langdon, Other, Western Newfoundland

Leander Baikie, Resident, North West River, Labrador

Youth Advisory Committee, Public Sector, Greater St. John's Area

Dr. Dale Kirby, Dr. Michael Conlon, Other, Out of Province

Morley Reid, Public Sector, Remainder of Avalon Peninsula

Beverly Rose, Non-Profit Organization, Greater St. John's Area

Cindy Robbins, Non-Profit Organization, Labrador

John Hennebury, Teacher, Greater St. John's Area

Anna Templeton Centre for Craft Art and Design

APPENDIX E - LIST OF CORRESPONDENCE

The Town of Channel-Port aux Basques

Kiewit Offshore Services

Paterson Woodworking

Exploits Regional Chamber of Commerce

Baie Verte and Area Chamber of Commerce

Northco Forest Products Ltd.

French Shore Heritage Society

Department of Human Resources, Labour and Employment

Strategic Social Plan, Avalon Region

The City of Corner Brook

Town of St. Lawrence

South West Coast Development Association

Schooner Regional Development Corporation

Town of Marystown

Humber Economic Development Board

Emerald Business Development Corporation

Emerald Zone Corporation

Town of Baie Verte

Nordic Economic Development Corporation

Ability Employment Corporation

Port aux Basques Community Employment Corporation

Gateway Status of Women Council Women's Centre

Exploits Valley Economic Development Corporation

Port aux Basques and Area Chamber of Commerce

St. John's Board of Trade

Corduroy Brook Enhancement Association

Town of Grand Falls-Windsor

HYRON Regional Economic Development Corporation

Town of Victoria

The Town of Carbonear

Newfoundland and Labrador Association of Respiratory Therapists

Women in Resource Development Committee

Forum for International Trade Training

Life Long Learners

Codroy Valley Area Development Association

Department of Human Resources, Labour and Employment, Placentia

Kemira Chemicals Canada, Inc.

Corner Brook Pulp and Paper Limited

DPSI Canada

Newfoundland and Labrador Society of Laboratory Technologists

Baccalieu Trail Youth Council

Town of Whiteway

The Open Book Literacy Council, Inc.

Town of Heart's Desire

Canadian Paraplegic Association (Newfoundland and Labrador) Inc.

Heritage Run Tourism Association Inc.

RED Ochre Regional Board Inc.

Technico

Town of Stephenville

National Research Council

Canadian Manufacturers & Exporters

The Murphy Centre

Marine Atlantic

Corner Brook Pulp and Paper Limited

Canadian Oil Heat Association

Bayshore Adult Literacy

Western Health Care Corporation

NORTIP Development Corporation

Dr. Charles L. LeGrow Health Centre

Newfoundland and Labrador Association of Public Employees

Newfoundland and Labrador Nurses' Union

Central Newfoundland Regional Health Centre

APPENDIX F - LIST OF MEETINGS

Catherine Gogan, Assistant Deputy Minister, Department of Education

Articulation, Transfer and Admissions Committee

Youth Advisory Committee

Ross Elliott, Director, Western School Board

Adrian Fowler, Professor, Sir Wilfred Grenfell College

Human Resources and Skills Development Canada

Walwin Blackmore, Chair, Central Newfoundland University Committee

Bruce Sheppard, Director, Eastern School Board

Labrador Institute for Northern Studies, Happy Valley-Goose Bay campus, College of the North Atlantic

Jeff Thompson, Director, Labrador School Board

Labrador City/Wabush Group

Executive, Board of Governors, College of the North Atlantic

Sub-Committee of The Board of Regents, Memorial University

Employers' Council

Discovery Regional Development Board, Clarenville

Discovery Regional Development Board, Bonavista

Placentia Group

The Murphy Centre

Linda Inkpen, Vice President, Memorial University of Newfoundland Alumni Association

Newfoundland and Labrador Association of Public Employees

Newfoundland and Labrador Nurses' Union

Randell Mercer, Director, Nova Central School Board

APPENDIX G - SAMPLE OF STUDENT POST CARD

Newfoundland and Labrador Post-Secondary Education:

$25,000 average student debt

$5.1 million cut this year

STUDENTS DESERVE BETTER

I SUPPORT TUITION FEE

REDUCTIONS

Dear Wayne Ludlow,

I am a Newfoundland and Labrador student and a member of the Canadian Federation of Students. I am writing to let you know how critical it is for all Newfoundlanders and Labradoreans to have access to affordable higher education.

Studies have consistently shown that financial hardship is the primary barrier to attending or finishing a post-secondary programme. In the last five years, when tuition fees were frozen and reduced in Newfoundland and Labrador, post-secondary enrollment increased, despite the decline in the number of high school graduates in the province. Further, all evidence - from Canada, the United States, Britain and Australia - demonstrates that rising tuition fees are symptomatic of deteriorating quality.

The global experience also shows that increased loan limits and higher tuition fees do not improve access but simply ensure that middle- and low-income students are saddled with a lifetime of debt. In fact, from Canada to the United Kingdom to Australia, the policy of increasing student loan limits has been coupled with cuts to public education funding and has led to higher tuition fees and higher student debt.

In virtually every jurisdiction, increased tuition fees have delivered no net benefit to college and university operating budgets. What's worse is that in the context of rising fees, increases in student financial assistance fail to benefit students since "aid" is swallowed up by the increased cost.

Investing in post-secondary education delivers a social and economic benefit to our province. You have the important responsibility of developing a vision for a genuinely accessible and high quality system of post-secondary education in Newfoundland and Labrador. We urge you to reject recommendations that will further increase the cost of higher learning for Newfoundland and Labrador families, and instead, recommend adequate, long-term, sustainable public funding and tuition fee reductions.

TO:
Wayne Ludlow
Dept. of Education
4th Floor, West Block
Confederation Bldg.
PO Box 8700
St. John's, NL
A1B 4J6

SINCERELY,

_____

ADDRESS: _____

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